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| **Unit My family and friends**  Theme: Hot and cold | | | **School:**  K.Uskenbayev secondary school | | | | |
| **Date:** | | | **Teacher name: Ashirkhanova Shynar** | | | | |
| **Grade:** | | | **Number present:** | | **absent:** | | |
| **Learning objective(s) that these lessons are contributing to** | | 1.L3 recognise with support common names and names of places recognise the spoken form of a limited range of everyday and classroom words  1.S3 pronounce familiar words and expressions intelligibly  1.S5 use words in short exchanges  1 UE3 use basic adjectives to describe people and things  1 UE7 use personal subject and object pronouns to give basic personal information | | | | | |
| **Lesson objectives** | | * To increase the vocabulary on topic * Developing speech making short dialogue | | | | | |
| **Language objective** | | What`s the weather like today? | | | | | |
| **Value links** | | Respect, Cooperation | | | | | |
| **Cross curricular links** | | Science, geography | | | | | |
| **ICT skills** | | Use of online definition dictionary if necessary | | | | | |
| **Previous learning** | | Animals | | | | | |
| **Kazakh culture** | | Scientific breakthroughs in Kazakhstan | | | | | |
| **Intercultural link** | | Scientific breakthroughs from all over the globe. | | | | | |
| **Pastoral care** | | To create a friendly atmosphere for collaborative work | | | | | |
| **Health and Safety** | | Make sure power cords are not a tripping hazard. Everyday classroom precautions | | | | | |
| **Plan** | | | | | | | |
| **Timings** | **Planned activities** | | | | | | **Resources** |
| 3 min  3-15 min  15-20 min  20-30 min  30-38 min  38-40 min | **Greeting children.**  Asking questions:  What date is it today?  What day of the week today?  What`s the weather like today?  Who`s absent today?  Presentation of the lesson objectives  **Revision**  ***Family members:*** mother, father, brother, sister, grandmother, grandfather, aunt, uncle, cousin  There is / There are  ***Rooms:*** Attic, Bedroom, Bathroom, Study, Kitchen, Living room, Dining room, Cellar  There is a living room in my house  There are 2 bedrooms in my house  ***Furniture***  Door Wardrobe  Window Bed  Armchair Oven  Carpet Fridge  TV Table  Sofa Bathtub  Sink  There is a sofa in my living room  There is a bed in my bedroom  ***Days of the week:*** Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday  ***Animals:***Cat, dog, fish, frog, goat, horse, mouse, panda, tiger, fox, Pig, elephant, snake, lion  ***Phys.minute.*** The Hokey Pokey  Watching the video from YouTube  ***New vocabulary***  What`s the weather like today?  It`s …  Hot –cold – sunny – rainy – cloudy– snowy – foggy – frosty  Repeating in the pairs  -What`s the weather like today?  -It`s snowy  ***Miming game***  Children make one big circle and one student stands in the middle. He/she closes his/her eyes. The teacher shows children the picture and mime of the weather then they show it to the student in the centre. He/she guesses. Then he/she changes places with other student.  ***Pair work.***  Children in pairs draw the weather condition, show it to the whole class and ask:  What`s the weather like? The class guess and say: it`s… (sunny, rainy etc.)  **Reflection 3-2-1**  To get learners organize their thoughts, and promote reflection and metacognition, ask them   * to record/name three things they learned from the lesson; * to record/name two things that they found interesting and that they’d like to learn more about;   to record/name one question they still have about the material. | | | | | | <https://www.youtube.com/watch?v=Jn7uAsLWXpk>  PPT |
| **Additional information** | | | | | | | |
| **Differentiation – how do you plan to give more support? How do you plan to challenge the more able learners?** | | | | **Learners ‘Assessment – how are you planning to check learn learning?** | | **Cross-curricular links** | |
| **Differentiation by support**  **Mixed-ability grouping**  Less able learners may pair up with a classmate if they find the task challenging.  Teacher circulates the room constantly offering support to weaker students and encouraging stronger students to think of more complex, abstract thoughts. | | | | Students will be assessed through   * observation * peer checking | | Science, ICT | |
| **Summary evaluation**  What two things went really well (consider both teaching and learning)?  1:  2:  What two things would have improved the lesson (consider both teaching and learning)?  1:  2:  What have I learned from this lesson about the class or individuals that will inform my next lesson? | | | | | | | |